Alesa Ryals Fort Deposit Elementary School Lowndes County

**ARI Assignment PLU #2 3-2-1**

Dodge, Judith,”Formative and Summative Assessments in the Classroom,” Excerpt: “25 Quick

Formative Assessments for a Differentiated Classroom,” 2008, <http://www.scholastic.com>, (Sept. 2010).

**3 Important Details**

1. Formative assessments are assessments for learning, supporting the learning during the

learning process. They check for understanding along the way, enabling teachers to make decisions about future instruction as well as providing feedback to students so that they can improve.

1. Formative assessments do not take a lot of time—they are quick and easy and can be used on a daily basis. They can help teachers evaluate student learning on a daily basis by addressing how the student is evolving as a learner and what the teacher can do to assist the learner and provide for differentiated instruction.
2. Formative assessments can take a variety of shapes, from simple drop and listen to anecdotal records, student summaries, graphic organizers, visual representations, collaborative activities, exit cards and class lists.

**2 Connections to My Leadership Role**

1. As a member of the school leadership team, I need to become more aware of and familiar with the use of formative assessments and how they can be used. I need to practice this in classrooms first so that I can learn the process.
2. As the reading coach, I need to provide teacher with job-embedded professional development in the form of coaching cycles in the use of formative assessments and to assist them in implementing these assessments on a daily basis in the classroom.

**1 Question**

1. How can I get the teachers to buy in to the use of formative assessments without them being overwhelmed and thinking that this is just additional work?

Stiggins, Rick, “Assessment for Learning: A Key to Motivation and Achievement,” Phi Delta Kappa Edge. Vol. 2, No. 2, pp. 3-19, November/December 2006.

**3 Important Details**

1. Assessments must go beyond providing merely scores and corresponding judgments about students learning. They must provide rich descriptions of the current state of student achievement. If assessments are to support improvements in student learning, their results must inform students how to do better the next time. Assessments must evolve from being isolated events to becoming events that happen in an ongoing connected series so that patterns in student learning will be revealed. Assessments must inform instructional decisions made by teachers and students.
2. A productive multi-level assessment system is needed to be sure that all instructional decision are informed and made well. All parts of the system must make their unique contribution for schools to be effective. The balanced assessment system of the future can meet the information needs of all users.
3. Classroom assessment for student learning turns the classroom assessment process and its results into an instructional intervention designed to increase student learning, confidence and motivation. Assessment for learning can give rise to unprecedented gains in student achievement, especially for perennial low achievers.

**2 Connections to My Leadership Role**

1. Learn as much as possible about formative classroom assessments and then model for teachers in their classrooms how to incorporate this into their daily classroom activities.
2. Be aware of the differences in the adult learning curve and assist teachers based on their experience, motivation and rate of accepting and learning new strategies.

**1 Question**

1. How do we convince the Central Office to do away with “3 *daily grades per week and* *two test grades per week*” to accepting more formative assessment use in classrooms.